Sheridan

VDES46529 Portfolio Project for Interaction Design
Winter 2020 / Bachelor of Interaction Design

Outreach
project 3 / worth 15% of your course grade / due week 12

Overview

- In this project students will speak to a professional in the industry about a topic this relates to their aspirations as graduate of interaction design. They will then complete critical reflection on the activity.

- The nature of the conversation is up to the direction of the student, but in keeping with social distancing, **all conversations must happen digitally**.

- An outreach plan must be approved and signed off by your instructor prior to its completion (using the form in Appendix A). *Any Signoffs that still need to be done will be completed digitally.*

- Students experience in all prior IXD courses to date will inform this project, with direct ties to Narrative for Interaction Design and Professional Business Practices for Interaction Design 2. Students will select and use tools appropriate to the demands of their project to complete this project.

Deliverables & Evaluation Criteria

This project contains several elements that are to be submitted as single PDF that includes a title page and the following elements:

Preparation (50% of project grade)
Written as a personal narrative case study using the framework provided in Appendix B, provide documentation of all of the work that went into the preparation/delivery of the conversation or meeting. You must also include evidence of the conversation. This portion will be assessed holistically using the attached rubric. *(L.O. 4, 6, 7)*

Reflection (25% of project grade)
Answer the following reflection prompts in first person. This portion will be assessed on a per-answer basis using the attached reflection rubric.

- *Prompt 1: In order to grow our capabilities, it is important to leave our comfort zone and take strategic risks. How did your challenge yourself to grow through this process? (L.O. 8)*

- *Prompt 2: When developing a skill, it is important to ask questions to further our understanding. Explain what questions you asked and detail how you sought out answers from multiple sources (e.g. research, peers, experts, instructors) as you planned and executed your outreach. (L.O. 4, 6, 7, 8)*

- *Prompt 3: You were required to create goals and success metrics for this activity. Did you successfully achieve your goals? Why or why not? (L.O. 4, 8)*

Personal Development using Positive Risk (25% of project grade)
Submit your completed signed Outreach Proposal Form (Appendix A). This portion will be assessed holistically *(L.O. 8)* based on the form, reflection, and conversations in-class with your instructor.

Policy on Use of Sourced Materials

All non-original work must be cited using either APA, Chicago Style or MLA style guides.

Delivery Format & Instructions

PDF submitted to SLATE, must be named:

LastName_FirstName_PortfolioProject_Assignment3.pdf

Schedule

week 06: Brief
week 12: Project due

Project Learning Outcomes

To achieve the critical performance, students demonstrate the ability to:

4. Identify career (opportunities, paths) that consider team-based practices, entrepreneurship and networking among a wide range of industry practitioners.

6. Evaluate roles, responsibilities and relationships within and across groups.

7. Manage team and project communications using industry methods and tools.

8. Conduct oneself in a professional and ethical manner, accountable to team, stakeholders and profession.

Level of Achievement

	Exceptional	Very Good	Satisfactory	Developing	Unsatisfactory
Assignment 3 Rubric					
Links to your self promotion materials (L.O. 8)	N/A	N/A	Links to the live self promotion materials were submitted.	N/A	No links to the live self promotion materials were submitted.
Setting Goals and KPIs (L.O. 7, 8)	Goals are specific, measurable, attainable, and relevant. KPIs are clear, relevant, and sophisticated.	Goals are specific, measurable and relevant. KPIs are clear and relevant.	Goals are measurable and relevant. KPIs are clear.	Goals are realistic but not measurable. KPIs are measurable, but not relevant.	Goals are unrealistic, irrelevant, and not measurable. KPIs are not measurable.
Achieving Goals and KPIs (L.O. 6, 8)	Both goals have been successfully achieved by standards that exceed the KPIs.	Both goals have been successfully achieved. One by standards that meet the KPIs and one by standards that exceed the KPIs.	Both goals have been successfully achieved by standards that meet the KPIs.	One goal has been successfully achieved by standards that meet the KPIs.	Neither goals have been successfully achieved.
Description of process (L.O. 4, 6, 7)	Submission builds its narrative around how challenges and roadblocks were overcome and demonstrates an intentional growth mindset.	Submission includes evidence of how challenges and roadblocks were overcome and demonstrates a growth mindset.	Submission includes evidence of how challenges and roadblocks were overcome.	Submission includes evidence that some challenges and roadblocks were overcome.	Submission indicates that challenges and roadblocks were not overcome and demonstrates a fixed mindset.
Quality of Outreach Materials (L.O. 4, 6, 8)	All materials are created with expert use of theory/skills to produce a nuanced and original submission that meets industry standards.	All materials are created with the skilled use of theory/techniques to produce high quality student work.	Materials are created with ample skill. Student demonstrates competence at a sufficient level to continue in the program.	Materials are created with marginal skill.	Insufficient effort demonstrated in materials preparation.
Reflection Prompt 1 Risk (L.O. 8)	Integration of new learning into one's identity, informing future perceptions, emotions, attitudes, insights, meanings, and actions. Conveys a clear sense of a breakthrough.	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future).	Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the event).	Elaborated descriptive writing approach and impressions without reflection.	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection.
Reflection Prompt 2 Research (L.O. 4, 6, 7, 8)	Integration of new learning into one's identity, informing future perceptions, emotions, attitudes, insights, meanings, and actions. Conveys a clear sense of a breakthrough.	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future).	Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the event).	Elaborated descriptive writing approach and impressions without reflection.	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection.
Reflection Prompt 3 Goals (L.O. 4, 8)	Integration of new learning into one's identity, informing future perceptions, emotions, attitudes, insights, meanings, and actions. Conveys a clear sense of a breakthrough.	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future).	Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the event).	Elaborated descriptive writing approach and impressions without reflection.	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection.
Positive Risk Taking (L.O.8)	Actively seeks out and follows through on positive risks. Risk(s) is/are considered and thoughtfully supported by student's other skills and abilities.	Takes positive risk(s) by incorporating new directions or approaches to the activity. Risk(s) is/are fully supported by student's other skills and abilities.	Takes positive risk(s) by considering new directions or approaches without going beyond the guidelines of the assignment. Risk(s) is/are supported by student's other skills and abilities.	Student stays strictly within the guidelines of the assignment and takes minimal positive risk(s). Risk(s) is/are partially supported by student's other skills and abilities.	Student's risk is too ambitious and not well supported.
Documentation of Personal Development (L.O. 8)	Significant personal development is thoughtfully articulated and fully documented.	Personal development is clearly communicated and thoroughly documented.	Personal development is demonstrated through documentation.	Personal development is partially documented.	Personal development is limited and poorly documented.